
IDENTIFICATION OF SCHOOLS AND INCENTIVES, INTERVENTIONS, AND SUPPORTS

November 9, 2011



OUTLINE OF TODAY'S SESSION

- Clarifications on frequently asked questions
- Discussion of how reward, priority, and focus schools can be incorporated into State systems of differentiated recognition, accountability, and support
- Presentation by Tom Boasberg (Denver) on incentives, interventions, and supports

NAMING CONVENTIONS FOR AYP AND AMOS

Q: May a State use a different term for AMOs and AYP as long as it maintains the definitions under ESEA flexibility?

A: Yes; a State may use a different term for AMOs and AYP to better align these constructs with its overall differentiated recognition, accountability, and support system.

LISTS OF SCHOOLS

Q: May a State submit preliminary lists of reward, focus, and priority schools?

A: Yes; a State may submit any of the following:

- Final lists with the information listed in Table 2
- Preliminary lists with the information listed in Table 2
- Final or preliminary lists without school names and NCES ID numbers

COMBINING SUBGROUPS

Q: Can a State combine subgroups of students for the purposes of ESEA Flexibility?

A: Yes, for identifying focus schools or as part of the State's broader system of differentiated recognition, accountability, and support.

However, a State must continue to report disaggregated data by the ESEA subgroups and determine whether the subgroups meet AMOs.

**Meeting
Performance
Targets (AMOs)**

Sample State Accountability Index (9-12)

Achievement (35 points)	Growth (35 points)	College- and Career- Readiness (20 points)	School Climate (10 points)
<ul style="list-style-type: none"> •Math proficiency (40%) •English proficiency (40%) •Science proficiency (20%) 	<ul style="list-style-type: none"> •% of students making one year's growth in math (20%) •% of bottom 25% of students making one year's growth in math (20%) •% of students making one year's growth in English (20%) •% of bottom 25% of students making one year's growth in English (20%) •% of students making one year's growth in science (10%) •% of bottom 25% of students making one year's growth in science (10%) 	<ul style="list-style-type: none"> •Graduation rate (25%) •At-risk students' graduation rate (15%) •Percentage of students taking AP/IB test (10%) •Percentage of students passing AP/IB test (10%) •College-going rate (5%) •College remediation rate (5%) •College credit accumulation rate (5%) •Percentage of students completing rigorous career pathway (25%) 	<ul style="list-style-type: none"> •Student surveys (40%) •Parent surveys (20%) •Teacher and staff surveys (40%)

ENSURING STATE SYSTEMS MEET ESEA FLEXIBILITY REQUIREMENTS

- States must identify the appropriate number of reward, priority, and focus schools.
- Identification of reward, priority, and focus schools must be based only on statewide assessments and graduation rates.
- States must implement interventions in priority and focus schools.
- States must provide incentives and supports for continuous improvement in other Title I schools that are not making progress.

REWARD SCHOOLS

- State must identify Title I schools that are high-performing or high-progress schools.
- How can this work in an index? State could:
 - Demonstrate that index identifies reward schools;
 - Use its list of reward schools as a “check” on the index; or
 - Identify a subset of schools from its index as reward schools.
- State must recognize and, if possible, reward these schools.

PRIORITY SCHOOLS

- State must identify a number of schools equal to at least 5% of its Title I schools.
- How can this work in an index? State could:
 - Demonstrate that index captures priority schools list;
 - Identify the 5% of schools that score lowest on achievement measures in index;
 - Add any school that meets priority schools definition to bottom tier of index.
- Priority schools must implement interventions consistent with turnaround principles.

FOCUS SCHOOLS

- State must identify at least 10% of its Title I schools.
- How can this work in an index? State could:
 - Demonstrate that index includes focus schools list;
 - Identify the 10% of schools that score the lowest on the “gap” measure in the index; or
 - Determine that regardless of index score, schools with largest gaps are classified as focus schools.
- State must ensure that focus schools implement interventions based on school and student needs.

CONTINUOUS IMPROVEMENT IN ALL SCHOOLS

- System is more than the sum of its parts
- Consider what all schools must do to improve.
- Interventions should be coherent, tied to school performance, and comprehensive. Possible strategies:
 - In-depth performance reviews by State or external teams;
 - Response to intervention model;
 - Expanded learning time tied to instructional program;
 - Pair high/low performing schools; or
 - Implement early warning indicator and intervention systems.

CONTINUOUS IMPROVEMENT IN ALL SCHOOLS (CONT.)

Example: School with low performance for its English Learner subgroup and EL subgroup has missed AMOs in reading for 2 years.

- Missing AMOs does not have to trigger interventions, but State or LEA should consider what this school needs to do to improve, for example:
 - Diagnostic and formative assessments to identify ELs most at risk of reading difficulties;
 - Intensive, small-group reading interventions for ELs identified as at-risk;
 - Focused professional development to all content teachers on improving ELs' mastery of academic English.

FRAMING QUESTIONS FOR EXPERTS

- What are some of the most effective incentive, intervention, and support strategies for improving school performance and student achievement?
- How do these strategies differ for lowest-performing schools, schools with large achievement gaps, other schools that aren't making progress?
- How can State systems support work at the district level?
- How can States support districts that are aggressively tackling low-performing schools while encouraging more districts to take those steps?